

Course Assessment Worksheet

Course Number and Course Name: Spanish 211/Film 211 (cross-listed)

Instructor: Dr. Jon Heaton

| Student Learning Outcome | | Assessment Tool | Detailed Description of Assessment Plan | Results |
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| A. | <p>Upon successful completion of the course, students will be able to</p> <p>1) Analyze a variety of the common material and non-material components of Hispanic culture such as humor, art, music and architecture.</p> | <p>This will be assessed with (Click to choose assessment) This was assessed with a paper scored with a rubric.</p> | <p>Students viewed a variety of films centered around the cultural components listed. E.g. <i>Frida</i> for art and architecture, <i>The Buena Vista Social Club</i> for music, <i>Matando cabos</i> for humor amongst others. Reading materials contained an explanation of culture, material vs. non-material, etc. Students were directed to view all of the films regarding these components and to analyze them based on the reading and classroom discussion.</p> | <p>92% of the students successfully completed this SLO with a passing grade.</p> |
| B. | <p>Upon successful completion of the course, students will be able to</p> <p>2) Explain the historical and political background of the Hispanic world as an influencing factor in the development</p> | <p>This will be assessed with (Click to choose assessment) This was assessed with a paper scored with a rubric.</p> | <p>Students viewed a variety of films based on major historical events in the Hispanic world (E.g. <i>Apocalypto</i>, <i>500 Nations</i>, <i>Conquest of America</i>) and political events, especially those from the 1970s and 80s (e.g. <i>Romero</i>,</p> | <p>92% of the students successfully completed this SLO with a passing grade.</p> |

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| | of sociocultural commonalities. | | <i>Missing, La historia oficial</i>). Students had to write their papers looking at the similarities and differences between the various countries in the Hispanic world, how they developed, differences between Spain and Latin America, etc. | |
| C. | Upon successful completion of the course, students will be able to 3) Examine sociocultural issues such as ethnic identity (mestizaje), gender roles in Hispanic society, and the underpinnings of social class structure in Latin America. | This will be assessed with (Click to choose assessment) This was assessed with a paper scored with a rubric. | Through readings and films, students were directed to look at issues such as ethnic identity (e.g. <i>Cocalero, Men with Gun</i>) gender roles, (e.g. <i>Frida, Vicky Cristina Barcelona, A mi madre le gustan las mujeres</i>), and social class issues, (e.g. <i>Y tú mamá también, Conquest of America</i>). This paper was more difficult, perhaps due to the multiple concepts presented, however, 71% of the class still completed this SLO with a passing grade which is considered acceptable. | 71% of the class completed this SLO with a passing grade which is considered acceptable. |
| D. | Upon successful completion of the course, students will be able to 4) Analyze the role of film as a major factor in the development of cultural mores in the Hispanic world and elsewhere. | This will be assessed with (Click to choose assessment) This was assessed through classroom discussion and optional inclusion in student papers. | This was a part of the analysis throughout the class in the classroom discussion and could also be commented upon in their papers. Since this was a major part of the discussion in most of the classroom sessions, and all students commented on it either orally or in their papers, | 100% of the students successfully completed this SLO. |

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| | | | <p>this SLO is considered to have a 100% success rate. However, future discussion of this SLO should take place to see if there is a better way to assess it.</p> | |
| E. | <p>Upon successful completion of the course, students will be able to</p> <p>5) Critically assess film production in the Hispanic world including differences between the true foreign film, Hollywood films about the Hispanic world, and hybrid films with some aspects of each.</p> | <p>This will be assessed with (Click to choose assessment) This was assessed through classroom discussion, an exam question and inclusion in student papers.</p> | <p>This was assessed in several ways. An exam question about film production in the Hispanic world yielded a 100% grade on centers of production. In several parts of the class students were asked to look at differences between styles of films. E.g. a typical Hollywood comedy compared to a Hispanic film such as <i>Boca a boca</i>, or the influence of a Hollywood director (Woody Allen) on a Spanish film (<i>Vicky Cristina Barcelona</i>), or the Hollywood production of films about political violence in Latin America such as <i>Romero</i>, <i>Salvador</i>, <i>Missing</i>. This was a major part of classroom discussion, as well as a component of several papers. Students were easily able to discuss and assess these differences with a 100% passing grade.</p> | <p>Students were easily able to discuss and assess these differences with a 100% passing grade.</p> |
| F. | <p>Upon successful completion of the</p> | <p>This will be assessed with</p> | <p>One segment of the class was</p> | <p><i>Two students did not</i></p> |

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| | <p>course, students will be able to Examine Hispanic culture in the United States, assessing cultural similarities and differences, the effects of assimilation on Hispanic culture, and issues such as immigration and acculturation.</p> | <p>(Click to choose assessment) This was assessed with a paper scored with a rubric.</p> | <p>dedicated to looking at Hispanic culture in the United States through readings and films based on the issues listed in the SLO. Examples of films would be <i>Mi familia</i>, <i>Spanglish</i>, <i>Real Women Have Curves</i> and <i>Tortilla Soup</i>. Two students did not complete this paper, of those who did the success rate was 92% with a passing grade.</p> | <p><i>complete this paper, of those who did the success rate was 92% with a passing grade.</i></p> |
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